



The Effects of Gender and Reading Mediums on Reading Comprehension

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ABSTRACT

The present study examined the effects of gender and different types of reading mediums on reading comprehension among students. Forty undergraduates were asked to read four psychopathology texts (two digital texts and two print texts). Results showed that there was no significant difference in reading comprehension between gender. However, the mean scores obtained by females were slightly higher than males. Results also showed that reading comprehension between the two groups (print versus digital) was not significantly different. Nevertheless, the mean scores revealed that participants' performance in print reading was slightly better than digital reading, suggesting that participants may have benefited a bit more from print reading. The present findings shed further light on the effects of digital reading and print reading on reading comprehension.

Keywords: Digital reading; Gender differences; Print reading; Reading comprehension

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INTRODUCTION

Reading is the essence of acquiring knowledge and gaining information, and the process requires mental and cognitive efforts. Due to the important roles of reading in learning, many studies have been carried out to examine various aspects of reading process, including word reading and

comprehension skills (Oakhill & Yuill, 1996; Seymour & Evans, 1994; Wagner, Torgesen & Rashotte, 1994). Recently, several studies have been conducted to examine the influence of print and digital text in reading comprehension (Singer & Alexander, 2017; McCrea-Andrews, 2014; Proaps & Bliss, 2014; Sun, Shieh & Huang, 2013). A typical experiment that examines the effect of print text versus digital text involves the participants in reading printed text which is presented on paper, and on-screen text which is presented via digital devices. Later, participants are tested on their comprehension by answering some questions regarding the texts.

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